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ABSTRACT

A conference workshop for foreign language teachers on improving articulation between high schools and colleges, and the efforts resulting from the articulation in one district, are described by a participant from a community college. The session brought together 30 teachers committed to taking responsibility for colleague cooperation in their districts. It featured psychodramas and discussion to help the teachers find ways to provide curricular information to their counterparts in other institutions and, ultimately, promote language enrollment. The participant followed up the original national workshop with a local program for high school teachers, an exchange between community college and high school language classes, and a needs and preferences survey of local teachers. Other articulation efforts undertaken include a tutorial program for high-risk Latino high school students and a community college language fraternity program featuring a local university professor of French. (MSE)

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FOREIGN LANGUAGE ARTICULATION IN HIGH SCHOOLS AND COLLEGES

(Summary of Report Given to Humanities Conference, Westin South West Coast Plaza, November 12-14, 1986)

Marina V. Smith

Antelope Valley College, a community college situated fifty miles north of Los Angeles, has made articulation one of its top priorities. With the backing of the immediate past-chairman of the Antelope Valley School Board's Association, who is the college's articulation officer, and the cooperation of the Dean of Language Arts, a staff development grant was awarded to the writer to participate in Robert Di Donato's workshop on articulation at the Northeast Conference of Foreign Languages in New York.

Dr. Di Donato runs workshop training programs for teachers of foreign languages. He aims to use articulation as an indispensable tool to help maintain all levels of foreign language instruction through the enrollment crisis of the 1980's and beyond and to make articulation not thought of as a problem to be solved once and for all but rather as an ongoing, integral part of the education process that takes into account the curricular, philosophic and social factors of foreign language learning.

Thirty teachers were chosen by Dr. Di Donato from the United States. These teachers are committed to the taking of responsibility for colleague cooperation in their districts. With these messianic thoughts in mind,

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the writer approached the Lancaster High Schools' Superintendent of Schools and a Task Force was created consisting of the High School Superintendent, the Dean of Language Arts at the college and all the high schools' department chairpersons. The meeting was held at the high school administrative offices.

A second meeting of all high school department chairpersons and the Dean of Language Arts was held at the college and finally with the help of another staff development grant, Dr. Robert Di Donato was brought to the college.

The main ideas discussed were that articulation should be a sharing process based on trust of all teachers in the educational enterprise. The programs should be made lively. For example, Dr. Di Donato suggested using foreign telephone directories.

The high school teachers acted in a positive manner. They took part in psychodramas by Dr. Di Donato. There was a spirit of confidence which will continue and hopefully promote higher enrollments at the college. College teachers will be more aware of the content of high school courses. They'll know more of what to expect from the students who enroll as Freshmen in advanced courses.

The Task Force used one of the goals of the California Humanities Project, "To promote regional networks, to discuss common problems and to develop working partnerships" as its coordinating goal. This goal was exciting

because of the interest of the high school district and the departments' chairpersons. It was agreed to hold an afternoon workshop and the Language Arts Dean hoped that the high school teachers would be released from their in-service obligations to attend the workshop at Antelope Valley College.

The Outreach Workshop took place at the College's Board Room. The high school teachers came after school for a three hour presentation. They did not receive compensation but the Language Arts Dean obtained hourly pay for his language teachers.

The Language Arts Dean and the foreign language teachers hope that there will be a continuance of articulation procedures. For example, the college Spanish advanced classes will be visiting the high schools. The high school students will come to the college language classes in return.

A survey was sent as follow up to the high school teachers and the responses were recorded. The following questions were asked:

1) What you thought of our get togethers last year?
2) What would you like to cover in future meetings?
3) Would you hold a meeting at your school?
4) Would you like a more formal workshop (i.e., a whole day)?

5) What are your possibilities for financial help (paying of teachers for attendance)?

6) Are you ready to do more articulation with us?

Another articulation program has been a tutoring program designed for Latino junior high school students who were likely candidates to drop out of school because of their poor achievement, poor attendance, and disruptive class behaviors. The program involved Spanish-speaking community-college students who served as tutors for the Latino students. A main emphasis in the tutorial program was the development of interpersonal relationships between the tutors and tutees which were based on a mutual respect and liking. Tutors acted as instructors, mentors, and friends, attending as much to the tutee's concept of self as to the tutee's need for language tutoring.

Evaluation of the Latino tutorial project was ethnographic in approach; using both quantitative data from analysis of criterion reference test scores, a self-esteem questionnaire, attendance records, and other behavioral rating scales; and qualitative data from the observations and reports of the participating teachers, tutors, and tutees, as well as other administrative personnel involved with the project. Reports from newspaper articles pertaining to the Latino tutorial project were also used to substantiate the qualitative evaluation.

Findings of the study attesting to the success of the Latino tutorial program were based primarily on qualitative data gathered from the program participants and others directly involved with the program. Based on these qualitative reports, the tutorial program was effective in helping Latino students to raise their academic grades and continue on to high school. Of the twenty-two Latinos participating in the tutorial program, information gathered by the school counselor substantiated that all twenty-two were enrolled in high school one year after their participation in the junior high school tutorial program. Of the seven Latino students who were at the junior high school both at the beginning and at the end of the project, and for whom, therefore, academic grades at the beginning and end of the semester were available, all raised their grades in three academic areas (Reading, Social Studies, and Mathematics).

Based on qualitative data from interviews with the participating students and administrators, it appeared the one-to-one format of the tutorial program was a good approach, appropriate from the view of the school, the tutor and the tutee. The tutees, with the cooperation of the principal, determined when the one-to-one sessions with the tutor took place and what the specific tutoring concern would be. In these one-to-one sessions, the tutee did not have to compete for the attention of the

instructor; the tutor could use the most familiar mode of interaction with the tutee. Tutors were aware of dialect differences, differences in discourse rules, habits of responding, and so on which greatly facilitated their interaction with the tutees. The importance of a common cultural understanding cannot be underestimated in its effects on communication.

Other articulation processes have involved universities. For example, on Friday, April 4, 1986, Alpha Mu Gamma French students met with Dr. Marie Florine Bruneau, a writer of a book on the French dramatist, Racine. Dr. Bruneau teaches French at USC but most important was the fact that she is the head counselor for undergraduate students at USC. Thus, an articulation system (a connection) was set up between USC and the students at Antelope Valley College.

Frank M. Grittner, "Toward a Solution of the Articulation Problem between High School and College," German Studies in the United States: Assessment and Outlook, ed., Walter F. W. Lohnes and Valters Nollendorfs (Madison: University of Wisconsin Press, 1976), p. 204.

Frank Grittner, "Effects of Foreign Language Study on Other Subject Matters: Selected, Annotated Footnotes," Information/The WAFLT Bulletin, 6, ii (November, 1978), p. 10.

WORKING UP A WORKSHOP

Robert Di Donato
Massachusetts Institute of Technology

Northeast Conference Outreach Workshop Training Program, 1986

A. Underlying Assumptions:
   1. "Prescriptive or not prescriptive"
   2. Experiential Base of Participants in the N.E. Conference Outreach Workshop Training Program
   3. Preparation for the N.E. Conference Outreach Workshops - and Beyond

B. General Considerations in Workshop Preparation:
   1. The Time Factor
      a. Total presentation time
      b. Timing activities - staying on task
      c. Pauses and breaks
   2. Materials -
      a. Materials provided by the N.E. Conference Outreach Workshop Training Program
      b. Selecting your own materials
   3. The Physical Surroundings of Your Workshop
      a. Enhancing the Workshop location
      b. Enlivening your materials